

GR\_Class\_Game\_of\_Swallows\_Question

<b>Teacher Education Design Principle + code:</b>	11. Teacher education should enable teachers to use questioning effectively and encourage children’s questions in order to foster creativity and inquiry. <b>TE: Question</b>
<b>Specific Teacher Outcome(s):</b>	11.1 Teacher should be able to use different forms of questioning at appropriate points to scaffold creative learning outcomes in science and mathematics, and in particular to encourage children’s reflections and explanations, foster their independence and extend their inquiry. 11.2 Teachers should value and be able to build on the potential of children’s own questions to foster their curiosity in science and mathematics, and support their generation and follow up, including those that are investigable.
<b>Factors linked with:</b>	<b>P:Ques;</b> <b>P: Scaff;</b> <b>P: R and R</b>
<b>Type of material (image – interview (int) – classroom extract (class):</b>	Classroom, image
<b>Originating from:</b>	
<b>Country report :</b>	D4.3 Greece
<b>Case:</b>	Case 4
<b>Episode:</b>	2 – Game of swallows
<b>Teacher:</b>	Sonia
<b>Age Group:</b>	5-6
<b>Selected episode present in D4.4 Appendix</b>	No

**Using questioning to encourage children's reflections and explanations, and extend their inquires**

In the days prior to the lesson observed, Sonia had started to work topics related to Spring with the children. At the beginning of the lesson Sonia reminded children of a story they heard the previous day involving swallows and commented on the good work done by children. The materials for the activity that would follow were presented by Sonia as she asked children to think about what they would like to do with the materials in front of them. The materials provided by Sonia were 5 plastic yogurt containers, 5 pudding containers, a large wooden dice and a regular dice and, cutouts of swallows, pieces of paper with numbers 1 to 10 and symbols, strips of shredded paper, an empty paper tissue box and a large box of white hard candy. She said "Your mission today is to find out what you can do with all these materials. How can you play with these?" Sonia allowed time for all the children to think about what they wanted to do ("We need to think now. We need your ideas"). Children started to ask questions about what they could/should do and what they couldn't/shouldn't and Sonia responded that it is completely up to them and that they could create anything they wished. This extract contains the classroom interaction between the teacher and the children during one child's attempt at making a game using the provided materials.

When a child, M, managed to build the nest, she placed a number of hard candies in the centre as swallow eggs.

**Sonia:** A problem presents itself now. How did you know how many eggs you had to place inside the nest? Why not put more or less in there?

**M:** That's how many eggs are made by the swallow.

**Sonia:** How many is that?

**M:** Should I count? *(She starts counting without removing the "eggs" from the nest)* Seven. They are seven.

**J:** No it is not seven.

**Sonia:** M, are you sure?

**M:** Yes.

**J:** No she is not. She did not count the rest at the bottom.

**Sonia:** So J please come here to verify the result since you do not agree with M.

*J starts to remove the eggs one by one from the nest to count them.*

**N:** Do not take them out.

**J:** They are ten.

**Sonia:** Since I am being Ms Grumpy today, I want to ask difficult questions. Which one of the two managed to find the best way to count the eggs correctly?

*All children yell for J*

**Sonia:** What was different about what J did?

**N:** He took them out.

**Sonia:** What was different about M's attempt?

**E:** She counted one by one inside the nest.

**P:** I don't know exactly what I will be doing

**Sonia:** Is there was something that could assist you in making that decision?

**P** [*pulls a piece of paper with the number ten*]: I got this.

**Sonia:** How is that helpful?

**P:** It helps me to put ten eggs inside the nest.

**Sonia:** Look everybody, P had a very different idea. P, could you share it with us please?

**P:** no response [*starts adding eggs to the nest*]

**Sonia:** Could you please explain what are doing? How do you decide what to do?

**P:** No response

**Sonia:** M, what did P do? Did you observe?

**M:** I think the number helped her to count the eggs she puts in the nest.



© 2014 ELLINOGERMANIKI AGOGI SCHOLI PANAGEA SAVVA A.E.

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/>.



The project CREATIVE LITTLE SCIENTISTS has received funding from the European Union's Seventh Framework Programme (FP7/2007-2013) for research, technological development and demonstration under grant agreement no 289081.